



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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GOVERNOR

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

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MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on Support Services for Persistently Lowest Achieving (PLA) Schools

The State School Reform/Redesign Office was created to coordinate the reform efforts across the Department. Staff members are located in the Reform Office and in several Michigan Department of Education (MDE) offices to ensure thorough integration of activities and monitoring of the persistently lowest achieving (PLA) schools.

The State School Reform/Redesign Office exists to advance dramatic improvement in the PLA schools by assisting schools in developing and implementing effective school redesign plans. The presentation will provide a brief overview of the four redesign/intervention models (Attachment A), the type of technical assistance and supports available to schools (Attachment B), and a summary of progress of the 2010 PLA schools (Attachment C).

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Four Redesign/Intervention Models

Transformation Model Requirements:

- Replace principal
- Develop evaluation systems for teachers and leader with achievement/growth data are a significant factor in evaluation
- Provide rewards/consequences for staff and leader that increase/decrease achievement/growth
- Provide ongoing job embedded professional learning
- Implement financial incentives, career growth and flexible work conditions

Turnaround Model Requirements:

- Replace the principal and at least 50 percent of the school's staff
- Implement financial incentives for career growth
- Provide ongoing job embedded professional learning
- Adopt new governance structures
- Use data to identify and implement instructional programs and to inform and differentiate instruction
- Increase learning time
- Provide social-emotional and community services and supports

Restart Model Requirements:

A district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an educational management company organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School Closure Requirements:

A district closes a school and enrolls the students who attended that school in other high-achieving schools in the district. The other schools should be within reasonable proximity to the closed schools and may include charter schools or new schools.

Models Chosen-2010 PLA Schools: 58 schools chose the transformation model, 29 schools chose the turnaround model, and 5 schools chose the closure model. The restart model was not selected by any district.

2011 PLA Schools: 73 schools chose the transformation model, 20 schools chose the turnaround model, 4 schools were Alternative Education schools, and one school closed.

Technical Assistance and Supports

Professional Learning Opportunities

- Networking Meeting for schools teams
- Principal Academy for school leadership
- Data Workshops on using data to inform instructional decisions
- Survey of Enacted Curriculum to assess gaps in instruction and content based curriculum
- Academy of Pacesetting Districts for leaders in an LEA to explore district operations with a focus on support for school improvement
- Developing an online professional learning community for PLA schools

Monitoring/Benchmarking/Formative Feedback

- Monitoring to assess implementation of redesign plans based on research-based practices and the Teaching and Learning Framework
- Assistance and support in developing redesign plans

Funding Opportunities

School Improvement Grants-School Improvement Grants (SIG) are federal grants administered by the state to dramatically increase academic achievement of students in Michigan's persistently lowest achieving (PLA) schools. Of the 92 schools on the 2010 PLA list, 40 schools (43 percent) received SIG funding up to \$2 million over three years. Additional SIG funds were not available to new schools on the 2011 PLA list.

MI Excel (Statewide System of Support) Schools that are also PLA schools in corrective action or restructuring have access to funds for targeted professional learning and support through regional assistance from Intermediate School Districts. Other MI Excel Services include school support teams, school improvement reviews, professional learning, leadership and instructional coaches, and data workshops.

Title I, Part A - Improving Basic Programs

The Title I, Part A program is designed to help disadvantaged children meet high academic standards by participating in either a school wide or a targeted assistance program. School-wide programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I funds to upgrade the entire educational program of the school. Targeted assistance programs provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards. School-based decision-making, professional learning and parent involvement are important components of each district's Title I, Part A program.

**Summary of Progress
2010 Persistently Lowest Achieving (PLA) Schools**

Elementary/Middle Schools (39 schools)

79% improved in math proficiency (33% had significant gains)
85% improved in reading proficiency (44% had significant gains)
67% improved in both math and reading proficiency
67% have more students improving than declining in math, and 62% more students improving than declining in reading (growth trend)

High Schools (52 schools)

48% improved in math proficiency (12% had significant gains)
46% improved in reading proficiency (19% had significant gains)
28% improved in both math and reading proficiency
50% schools improved the four-year math slope; 40% improved in the four-year reading slope
35% of the 49 schools reporting graduation data improved graduation rates (up to 19% improvement)

Schools in the Statewide System of Support show marked progress after three years in the MI-Excel program. Data on the School Improvement Grant program are outstanding. Preliminary anecdotal data show success in venues where the district systems are aligned to support building level efforts.